



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Health and Wellness				
Grade Level(s):	Fourth Grade				
Duration:	Full Year:	X	Semester:		Marking Period:
Course Description:	This course is a comprehensive, sequential health education program that emphasizes the natural interdisciplinary connection among wellness, health, and social emotional learning. The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities. Social-emotional learning involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.				
Grading Procedures:	C= Consistently, U= Usually, O= Occasionally, R= Rarely				
Primary Resources:	<ul style="list-style-type: none">• Positivity Project• Nearpod – Social Emotional Learning• BrainPOP and Brain Pop Jr. Videos, Activities, and discussion questions• Mindfulschools.org shared resources• Literature and videos for discussion				

Washington Township Principles for Effective Teaching and Learning

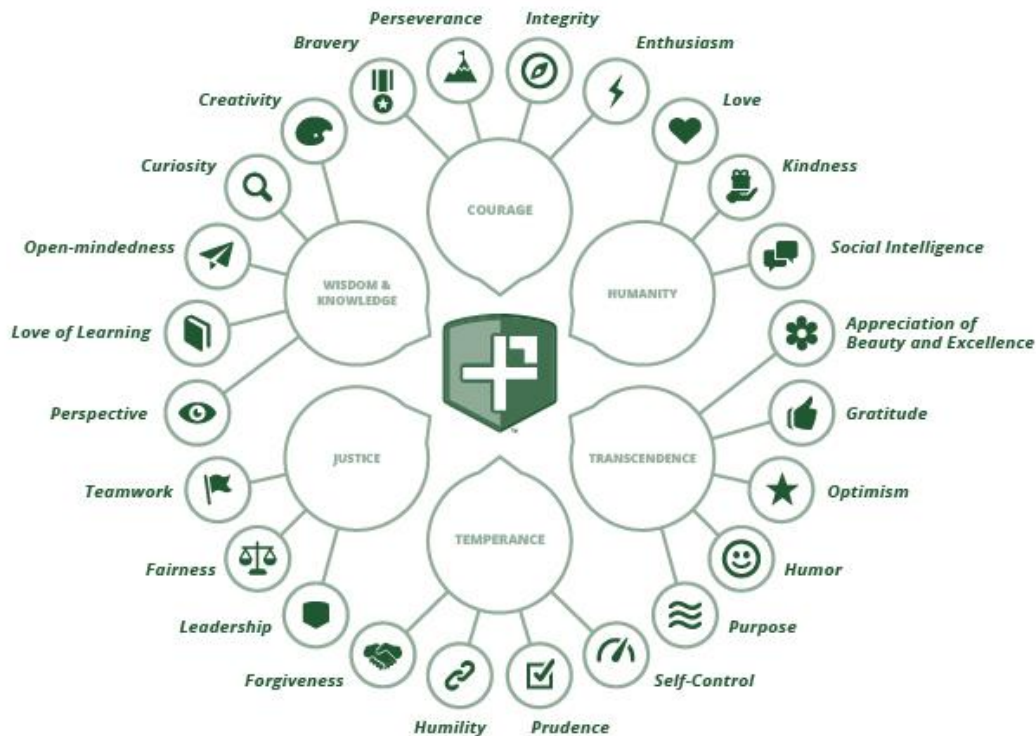
- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Angelina Haslett
Under the Direction of:	Gretchen Gerber & Christine Gehringer

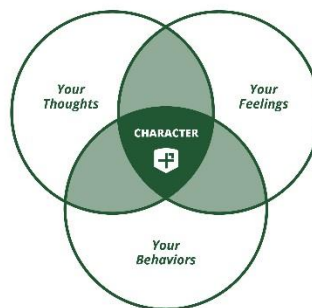
Written: _____
Revised: _____ 2022
BOE Approval: _____

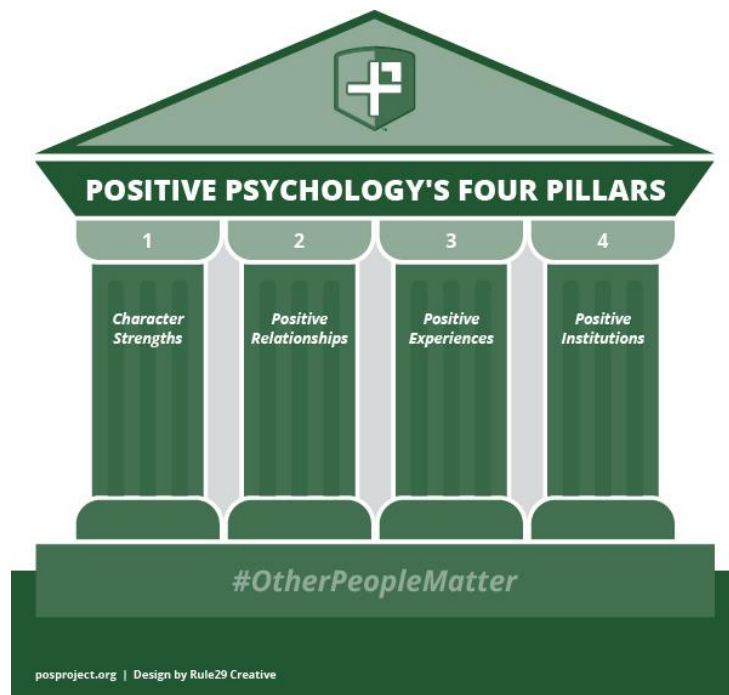
The **Positivity Project** focuses on 24-character strengths, taught in grades K-5. Each 15-minute differentiated lesson focuses on a particular strength using Google slides to guide lesson activities. Lessons are aligned with the New Jersey SEL Competencies. Consistently teaching, reflecting and discussing the character strengths enhances students' self-awareness and self-confidence, understanding and appreciation of others and interpersonal relationships.

CHARACTER STRENGTHS AND VIRTUES

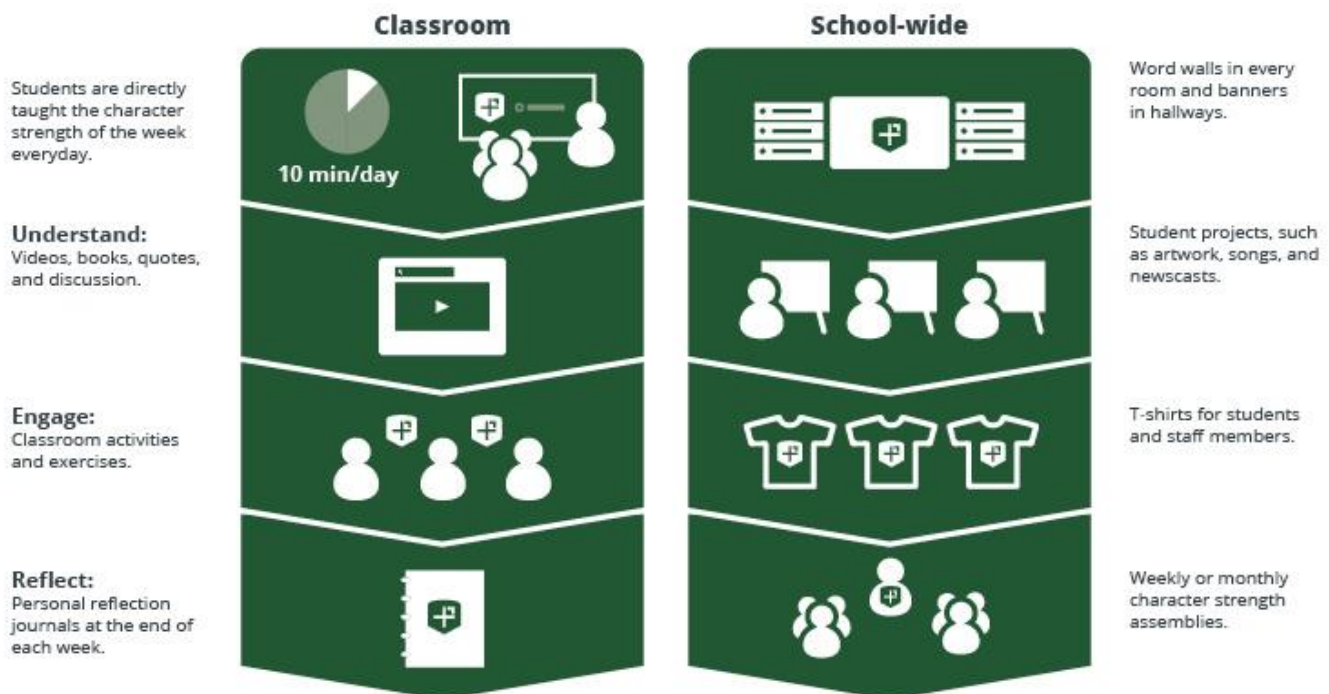


(Peterson and Seligman, 2004)





CONSISTENCY OF VOCABULARY AND CONCEPTS



Theorists as far back as Aristotle argued that virtue is the product of habitual action. One-shot positive psychology interventions can probably jump-start the process, but only sustained practice will make changes permanent.

— Dr. Chris Peterson

Social and Emotional Learning

New Jersey SEL Competencies and Sub-Competencies

Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.



<http://www.nj.gov/education/students/safety/sandp/sel>

August 2017

Students in K-5 engage in **Mindfulness** activities for 5 minutes daily. This practice strengthens the SEL competency of Self-Management.

Through a student-led school climate improvement program, **No Place for Hate**, students participate in school-wide discussion-based and active learning activities. Students and staff examine identities, reflect on biased behavior and learn new ways to challenge bias and bullying in themselves and society. Collaborative projects strengthen the SEL competencies, anti-bullying, and equity efforts, while creating harmony through a social justice lens and common language from PreK-12.

Unit 1: Personal Growth and Wellness/Nutrition

Unit Description:

Weekly Positivity Project lessons will empower students to build strong relationships by recognizing the character strengths in themselves and others.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

In this unit the students will be able to identify that puberty is a time of physical, social, and emotional changes. Students will recognize that there are actions that individuals can take to help prevent diseases and stay healthy. Students will know the importance of nutritious food choices and how they promote wellness and are the basis for healthy eating habits.

Unit Duration: First Marking Period

Desired Results

Standard(s):

Health:

- 2.1.5.PGD.2 Examine how the body changes during puberty and how these changes influence personal self-care
- 2.1.5.PGD.3 Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary
- 2.1.5.PGD.5 Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health
- 4.3.5.HCDM.1 Identify conditions that may keep the human body from working properly, and the ways in which the body responds
- 2.3.5.HCDM.2 Describe how to prevent the spread of communicable and infection diseases and conditions
- 2.3.5.HCDM.3 Examine how mental health can impact one's wellness
- 2.2.5.N.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively
- 2.2.5.N.2 Create a health meal based on nutritional content, value, calories, and cost
- 2.2.5.N.3 Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture

SEL:

Competencies- Self Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere to overcome barriers through alternative methods to achieve one's goals

Indicators: *Students will be able to...*

- Examine how the body changes during puberty and how these changes influence personal self-care
- Explain why puberty begins and ends at different times for each individual person.
- Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health
- Identify conditions that may keep the human body from working properly, and the ways in which the body responds
- Describe how to prevent the spread of communicable and infection diseases and conditions
- Examine how mental health can impact one's wellness
- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively
- Create a healthy meal by identifying and analyzing nutritional data.

Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Puberty is a time of physical, social, and emotional changes • Understand the principals of a balanced nutritional plan assists in making nutrition-related decisions that will contribute to wellness • There are actions that individuals can take to help prevent diseases and stay healthy 	Essential Questions: <ul style="list-style-type: none"> • How does wellness impact personal well-being? • What are the strategies that contribute to wellness and promote personal health? • What are actions we can take to stay healthy?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Nearpod Digital Activities • Daily Mindfulness Exercises • Positivity Project Activities • BrainPOP Activities 	Other Evidence: <ul style="list-style-type: none"> • Teacher observations • Team building games/activities • Participation in outdoor/classroom cooperative games and physical activities • Participation in movement activities (brain breaks, GoNoodle, Mindyeti, etc.
Learning Plan	
<p>Learning Activities: <i>Daily Mindfulness - teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; gonoodle.com (Flow and Empower Tools channels), mindyeti.com, Nearpod library, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration. These minutes are in addition to the 22 required minutes a day for Health/PE.</i></p> <p>Teachers will use a combination of the Positivity Project Slides (slides for the week can be combined to two a day), BrainPOP videos, and Nearpod activities along with outdoor class activities to complete the health curriculum each week.</p> <p>Lessons:</p> <p>Learning Target: Students will understand the principals of a balanced nutritional plan assists in making nutrition-related decisions that will contribute to wellness Activity: View the BrainPOP Video “Nutrition” After watching the video click on the links, Write About It, Activity, and Talk About It to obtain discussion questions and activities to complete as a follow up. These can be whole class, small group, or partner discussions.</p> <p>Learning Target: Students will understand there are actions that individuals can take to help prevent diseases and stay healthy. Activity: View the BrainPOP Video “Viruses” After watching the video click on the links, Write About It, Activity, and Talk About It to obtain discussion questions and activities to complete as a follow up. These can be whole class, small group, or partner discussions.</p> <p>Learning Target: Students will examine how mental health can impact one’s wellness Activity: View the BrainPOP Video “Mindfulness: Set One” After watching the video click on the links, Write About It, Activity, and Talk About It to obtain discussion questions and activities to complete as a follow up. These can be whole class, small group, or partner discussions.</p>	

Learning Target: Students will understand what body odor is

Activity: All students view the Nearpod “**What Causes Body Odor**” While watching the video answer the discussion questions. This can be whole class, small group, or partner discussions.

<https://nearpod.com/libraries/17129/preview/what-causes-body-odor-L76973544>

Learning Target: Students will understand that puberty is a time of physical and emotional changes.

Activity: Only the girls view the Nearpod “**Girls Puberty Talk**” After watching the video discuss as whole class, small group, or partner discussions. ** This video and discussion will be addressed with only the girls through the school nurse in the fourth marking period*

<https://nearpod.com/libraries/17129/preview/untitled-lesson-L122181938>

Resources:

- BrainPOP Jr. Videos and Activities
- Nearpod Activities
- Positivity Project Slideshows/Activities
- Reflection Journal
- Daily Mindfulness Exercises

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none">• Participate in inquiry and project-based learning unit to identify two different health programs and compare and contrast their impacts on preventing diseases and health conditions• Create healthy plates for a day (breakfast, lunch, dinner)
Struggling Learners	<ul style="list-style-type: none">• Assign content that students can relate to (i.e., school-based programs and/or community-based health programs)• Read online materials orally
English Language Learners	<ul style="list-style-type: none">• Use pictures of food to help sorting into food groups• Pair visual prompts with verbal presentations• Frontload and immerse students in literacy and language experiences related to content.<ul style="list-style-type: none">○ Introduce vocabulary
Special Needs Learners	<ul style="list-style-type: none">• Review student individual educational plan and/or 504 plans• Allow text to speech or materials to be read orally when reading online articles• Content from online articles can be imported onto Microsoft OneNote, where students can use the Immersive Reader feature• Repeat and rephrase directions, as needed• Allow students to record their oral presentations on a website such as Flipgrid, instead of having them present orally
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections**Indicators:**

(List standards – NJSLS – write out the full standard – explain how it connects)

ELA

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

* This standard is met through the discussion of and completion of the BrainPOP, video, and online games. Students will use the information presented about the key food groups of a healthy plate to explain how much of each is needed in a healthy meal.

Technology

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

*Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources

Integration of 21st Century Skills

Indicators:

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Unit 2: Alcohol, Tobacco, and other Drugs

Unit Description:

In this unit the students will be able to describe why using decision-making skills is advantageous to prevent the use of alcohol, tobacco, and other drugs. Students will describe why a trusted adult should administer medicines. They will demonstrate an understanding of how alcohol, tobacco, and other drugs can be abused and determine what substances should never be inhaled and explain why. Students will understand that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs and determine where/how community health professionals can be accessed.

Weekly Positivity Project lessons will empower students to build strong relationships by recognizing the character strengths in themselves and others.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

Unit Duration: Second Marking Period

Desired Results

Standard(s):

Health:

- 2.3.5.DST.1 Differentiated between drug use, misuse, abuse, and prescription and illicit drugs
- 2.3.5.DST.2 Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug problem
- 2.3.5.DST.3 Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis productions, opioids, and other substances that can negatively impact health

SEL:

Competencies- *Responsible Decision Making*

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impacts of decisions

Indicators: *Students will be able to...*

- Describe how the decision-making process could be used to avoid substance use, misuse and abuse when being influenced by others.
- Identify the possible side effects that medicines may cause even when used appropriately.
- Discuss the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco and other drugs or inhalants could have on one's health.
- Describe situations or environments where secondhand smoke could impact the health of nonsmokers.
- Differentiate between drug use, misuse, and abuse. Determine factors (prescriptions use, not following prescribed direction, addiction) that may lead to each, and identify potential consequences.

Understandings:

Students will understand that...

- The short- and long-term effects of substance abuse are dangerous and harmful to one's health
- Many health-related situations require the application of a thoughtful decision-making process.
- Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.

Essential Questions:

- Why is thoughtful decision-making required for health-related situations?
- Why should medicine be taken as directed?
- Are there safe ways to use drugs?
- What are the causes of substance abuse?
- What is the impact of second-hand smoke?

<ul style="list-style-type: none"> • Use of drugs in unsafe ways is dangerous and harmful. • Substance abuse is caused by a variety of factors. 	
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Nearpod Digital Activities • Daily Mindfulness Exercises • Positivity Project Activities • BrainPOP Activities 	Other Evidence: <ul style="list-style-type: none"> • Teacher observations • Team building games/activities • Participation in outdoor/classroom cooperative games and physical activities • Participation in movement activities (brain breaks, GoNoodle, Mindyeti, etc.)
Learning Plan	
<p>Learning Activities: <i>Daily Mindfulness - teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration. These minutes are in addition to the 22 required minutes a day for Health/PE.</i></p> <p>Teachers will use a combination of the Positivity Project Slides (slides for the week can be combined to two a day), BrainPOP videos, and Nearpod activities along with outdoor class activities to complete the health curriculum each week.</p> <p>Lessons:</p> <p>Red Ribbon week activities will address the following standards:</p> <ul style="list-style-type: none"> 2.3.5.DST.1 Differentiated between drug use, misuse, abuse, and prescription and illicit drugs 2.3.5.DST.2 Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug problem 2.3.5.DST.3 Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis productions, opioids, and other substances that can negatively impact health <p>Learning Target: Students will differentiate between drug use, misuse, abuse, and prescription and illicit drugs Activity: View the Nearpod “Medicines/Drugs” While watching the video answer the discussion questions. This can be whole class, small group, or partner discussions. https://nearpod.com/libraries/17129/preview/medication-lesson-grade-4-L43767082</p> <p>Learning Target: Students will explain what cigarettes are made of, and what happens when someone smokes. Activity: View the BrainPOP Video “Smoking” After watching the video click on the links, Write About It, Activity, and Talk About It to obtain discussion questions and activities to complete as a follow up. These can be whole class, small group, or partner discussions.</p>	
<p>Resources:</p> <ul style="list-style-type: none"> • BrainPOP Jr. Videos and Activities • Nearpod Activities • Positivity Project Slideshows/Activities • Reflection Journal • Daily Mindfulness Exercises 	

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide appropriate challenge for wide ranging skills and development areas. • Participate in inquiry and project-based learning units of study • Assigning roles within partnerships • Differentiated supports: content, process, product, environment • Have students create summative presentation comparing and contrasting short term vs long term drug abuse side effects • Introduce advanced vocabulary (dose, side effects, prescription, prescription medicines, over-the-counter medicines, addiction, expiration date, caffeine, inhalants, illegal drugs, drug user, marijuana, drug dependents, nicotine, environmental tobacco smoke, alcohol, blood alcohol level)
Struggling Learners	<ul style="list-style-type: none"> • Provide instructional adaptations and interventions in the general education classroom. • Modify classroom environment to support student needs. • Differentiated instruction
English Language Learners	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Frontload and immerse students in literacy and language experiences related to content. • Introduce vocabulary (substance, abuse, misuse, cigarette, tobacco, medicine, etc.) • Provide students with visual models, sentence stems, concrete objects, and hands-on materials. •
Special Needs Learners	<ul style="list-style-type: none"> • Review student individual educational plan and/or 504 plans • Allow text to speech or materials to be read orally when reading online articles • Content from online articles can be imported onto Microsoft OneNote, where students can use the Immersive Reader feature • Repeat and rephrase directions, as needed
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources, take notes and categorize information, and provide a list of sources.

NJSLS Mathematics:

3.OA.A.3: Use multiplication and division to solve word problems

*Advanced learners will use multiplication skills to determine the cost of cigarette smoking

Integration of 21st Century Skills

Indicators:

(List standards – NJSLS – write out the full standard – explain how it connects)

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and

CRP5. Consider the environmental, social and economic impacts of decisions.

Unit 3: Family Life

Unit Description:

In this unit the students will be able to understand that all living things may have the capacity to reproduce. Students will recognize that families shape the way we think about our bodies, our health and our behaviors. Weekly Positivity Project lessons will empower students to build strong relationships by recognizing the character strengths in themselves and others.

Weekly Positivity Project lessons will empower students to build strong relationships by recognizing the character strengths in themselves and others.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

Unit Duration: Third Marking Period

Desired Results

Standard(s):

Health:

- 2.1.5.EH.1 Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors
- 2.1.5.EH.2 Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others
- 2.1.5.EH.3 Identify different feelings and emotions that people may experience and how they might express these emotions
- 2.1.5.EH.4 Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance
- 2.1.5.SSH.3 Demonstrate ways to promote dignity and respect for all people
- 2.1.5.SSH.4 Describe how families can share common values, offer emotional support, and set boundaries and limits
- 2.1.5.SSH.5 Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics
- 2.1.5.SSH.6 Describe the characteristics of healthy versus unhealthy relationships among friends and with family members
- 2.1.5.SSH.7 Define teasing, harassment, and bullying and provide examples of inappropriate behaviors that are harmful to others

SEL: Competencies – Self Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Competencies – Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Indicators: Students will be able to...

- Understand self-management skills impact and individual's ability to recognize, cope, and express emotions about difficult events
- Understand resiliency and coping practices influenced and individual's ability to respond positively to everyday challenges and difficult situations
- Understand that all individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation
- Identify that family members impact the development of their children physically, socially, and emotionally
- Understand that people in healthy relationships share thoughts and feelings, as well as mutual respect

Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • The family unit encompasses the diversity of family forms in contemporary society. • There are people to help deal with difficult situations that can occur and home, in school, and/or in the community and where to go for assistance 	Essential Questions: <ul style="list-style-type: none"> • How can you use communication skills to show cooperation and respect for family members? • What are the different roles that people have in families and how do these roles help meet the needs of family members?
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Daily Mindfulness Exercises • Positivity Project Activities • BrainPOP Activities 	Other Evidence: <ul style="list-style-type: none"> • Teacher observations • Team building games/activities • Participation in outdoor/classroom cooperative games and physical activities • Participation in movement activities (brain breaks, GoNoodle, Mindyeti, etc.)
Learning Plan	
Learning Activities: <i>Daily Mindfulness- Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, Nearpod library, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.</i> <p>Teachers will use a combination of the Positivity Project Slides (slides for the week can be combined to two a day), BrainPOP videos, and Nearpod activities along with outdoor class activities to complete the health curriculum each week.</p> <p>Lessons:</p> <p>Standard 2.1.5.EH.1, 2.1.5.EH.2, and 2.1.5.SSH.6 Lessons are addressed by school counselor in the January Guidance lessons. Students will learn skills to recognize and manage their own strong emotions and develop strategies to help regulate reactions in order to avoid negative consequences.</p> <p>Standard 2.1.5.EH.3 and 2.1.5.EH.4, and 2.1.5.SSH.7 Lessons will be taught by school counselor in October, November and December Guidance lessons. Students will develop their ability to have empathy and understanding others' feelings, opinions and point of view, expressing compassion for others. They will identify the thoughts, feelings and perspectives of others and recognize how showing compassion for others impacts relationships with peers and adults. Students will develop coping and advocacy skills.</p> <p>Standard 2.1.5.SSH.3 Lessons will be taught by school counselor in February and March Guidance lessons. Students will gain an understanding of diversity based on differences (e.g., race, ability, gender, etc.), increase understanding of presence and impact of social justice actions, know benefits of upstander and bystander behaviors when faced with prejudicial situations.</p> <p>Learning Target: Students will display the ability to explain how the qualities of a family (common values, love, emotional support) are fostered and may influence family members.</p> <p>Activity: View the Nearpod "Families" While watching the video answer the discussion questions. This can be whole class, small group, or partner discussions.</p> <p>https://nearpod.com/library/preview/lesson-L122056255</p>	

Resources:

- Positivity Project Slideshows/Activities
- Reflection Journal
- Daily Mindfulness Exercises
- Nearpod Activities

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide appropriate challenge for wide ranging skills and development areas. • Participate in inquiry and project-based learning units of study • Assigning roles within partnerships • Differentiated supports: content, process, product, environment
Struggling Learners	<ul style="list-style-type: none"> • Provide instructional adaptations and interventions in the general education classroom. • Modify classroom environment to support student needs. • Differentiated instruction • Give students writing graphic organizer to help write family story
English Language Learners	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Frontload and immerse students in literacy and language experiences related to content. • Introduce vocabulary (traits, environment, generations, traditions, etc.) • Provide students with visual models, sentence stems, concrete objects, and hands-on materials. • Draw family story
Special Needs Learners	<ul style="list-style-type: none"> • Review student individual educational plan and/or 504 plans • Allow text to speech or materials to be read orally when reading online articles • Content from online articles can be imported onto Microsoft OneNote, where students can use the Immersive Reader feature • Repeat and rephrase directions, as needed • Utilize graphic organizers and technology to plan and type family story
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:**ASCA (American School Counselor Association) Mindsets and Behaviors****B-SMS 1.** Demonstrate ability to assume responsibility**B-SMS 2.** Demonstrate self-discipline and self-control**B-SS 2.** Create positive and supportive relationships with other students**B-SS 4.** Demonstrate empathy**B-SS 9.** Demonstrate social maturity & behaviors appropriate to the situation & environment**English Language Arts-****RL.4.1.** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

*Students will read "A Great Big Book of Families" to make meaningful connections to their own family.

Science-

3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

*Students will be studying the process of fertilization and how health of birth mother and environment relate to a healthy fetus.

Integration of 21st Century Skills**Indicators:**

(List standards – NJSLS – write out the full standard – explain how it connects)

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams while using cultural global competence

In this unit, students will work in pairs to discuss their diverse family dynamics, and create, write, and draw stories that tells a story about a family, including Characters (Family Members), Setting, Plot, and Conflict & Resolution (including how these affected others in the story).

Unit 4: Community Health Skills

Unit Description:

In this unit the students will be able to identify the many factors that influence how we think about ourselves and others. Students will recognize there are different ways that individuals handle stress, and some are healthier than others. Students will understand that people have relationships with others in the local community and beyond and that conflicts between people occur, and there are effective ways to resolve them. Students will recognize that potential hazards exist in personal space, in the school, in the community, and globally. Students will understand that anytime they feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.

Weekly Positivity Project lessons will empower students to build strong relationships by recognizing the character strengths in themselves and others.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

Unit Duration: Fourth Marking Period

Desired Results

Standard(s):

Health:

- 2.1.5.CHSS.1 Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community
- 2.1.5.CHSS.2 Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change
- 2.3.5.PS.1 Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.2 Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke
- 2.3.5.PS.4 Develop strategies to safely communicate through digital media with respect.
- 2.3.5.PS.6 Identify strategies a personal could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse

SEL: Competencies- Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Indicators:

- To identify community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information
- To understand that safety includes being aware of the environment and understanding how certain situations could lead to injury or illness
- Develop strategies to reduce the risk of injuries at home, school, and in the community.
- There are strategies that individuals can use to communicate safely in an online environment
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations

Understandings:

Students will understand that...

- Many factors at home, school, and in the community impact social and emotional health.
- Stress management skills impact an individual's ability to cope with different types of emotional situations.

Essential Questions:

- Why is a clean community environment important to your health?
- How can we use natural resources without our communities and why is conserving them important to people's health?
- Why is identifying ways to communicate yourself, in order to feel confident and safe in your community, important?

<ul style="list-style-type: none"> • Effective communication may be a determining factor in the outcome of health- and safety-related situations. • Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. • Personal core ethical values impact the health of oneself and others. • Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence. • Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems. • Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others • Applying first-aid procedures can minimize injury and save lives. • Describe when and how to seek the proper help when oneself or others are experiencing a health emergency. 	<ul style="list-style-type: none"> • What steps can you take to get help or give first aid when someone gets injured? • What safety precautions and measures can you take to prevent injuries while playing sports and being outdoors in different weather conditions?
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Assessment Evidence

Performance Tasks: <ul style="list-style-type: none"> • Nearpod Digital Activities • Daily Mindfulness Exercises • Positivity Project Activities 	Other Evidence: <ul style="list-style-type: none"> • Teacher observations • First Aid Procedures Activity • Team building games/activities • Participation in outdoor/classroom cooperative games and physical activities • Participation in movement activities (brain breaks, GoNoodle, Mindyeti, etc.)
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Benchmarks:

Schoolology assessment aligned to standards

Learning Plan

Learning Activities:

Daily Mindfulness- Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, Nearpod library, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will use a combination of the Positivity Project Slides (slides for the week can be combined to two a day), BrainPOP videos, and Nearpod activities along with outdoor class activities to complete the health curriculum each week.

Lessons:

Learning Target: Students will demonstrate effective decision- making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment.

Activity: View the Nearpod “Decision Making” While watching the video answer the discussion questions. This can be whole class, small group, or partner discussions.

<https://nearpod.com/library/preview/lesson-L36553759>

Learning Target: Students will display the ability to explain personal character traits that promote wellness and their importance in the local and world community.

Activity: View the Nearpod “**What Are My Strengths**” While watching the video answer the discussion questions. This can be whole class, small group, or partner discussions.

<https://nearpod.com/library/preview/what-are-my-strengths-L42746128>

Learning Target: Students will demonstrate effective decision- making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment.

Activity: View the Nearpod “**Emergencies**” While watching the video answer the discussion questions. This can be whole class, small group, or partner discussions.

<https://nearpod.com/library/preview/emergencies-L2171064>

Learning Target: Students will display the ability to describe when and how to seek the proper help when oneself or others are experiencing a health emergency.

Activity: View the Nearpod “**First Aid**” While watching the video answer the discussion questions. This can be whole class, small group, or partner discussions.

<https://nearpod.com/library/preview/first-aid-an-overview-L2171008>

Learning Target: Students will display the ability to identify potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning.

Activity: View the Nearpod “**Decision Making**” While watching the video answer the discussion questions. This can be whole class, small group, or partner discussions.

<https://nearpod.com/library/preview/lesson-L36553759>

Learning Target: Students will display the ability to identify what causes stress and describe strategies to deal with stressful situations.

Activity: View the Nearpod “**Stress**” While watching the video answer the discussion questions. This can be whole class, small group, or partner discussions.

<https://nearpod.com/library/preview/lesson-L38638875>

WTFD Safety Awareness Assembly will address the following standards:

2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.

2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

Standard 2.1.5.CHSS.1 Lessons are addressed by school counselor in the September Guidance lessons. Students will understand the school counselor is a source of support for social emotional needs.

Resources:

- Nearpod
- Positivity Project Slideshows/Activities
- Reflection Journal
- Daily Mindfulness Exercises
- *Additional Nearpod Lessons found in the Social & Emotional Learning Library*

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide appropriate challenge for wide ranging skills and development areas. • Participate in inquiry and project-based learning units of study • Assigning roles within partnerships • Differentiated supports: content, process, product, environment • Have students research specific issue and compare and contrast how that issue affects our community vs global issues
Struggling Learners	<ul style="list-style-type: none"> • Provide instructional adaptations and interventions in the general education classroom. • Modify classroom environment to support student needs. • Differentiated instruction • Give handout of Development PowerPoint to students and work in small groups • Give students writing graphic organizer to help write Character Trait Essay
English Language Learners	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Frontload and immerse students in literacy and language experiences related to content. • Introduce vocabulary (emergency, first aid, wound, injury prevention, safety measures, hazards, safety gear, lightning, air bag, lifeguard, bully, conflict, conflict-resolution, negotiate, compromise, compassion bystander, weapon, environment, polluted, recreation, graffiti, emergency medical technicians, dispatchers, natural resources, pollution, conservation, etc.) • Provide students with visual models, sentence stems, concrete objects, and hands-on materials. • Students may draw what stresses them and strategies on how to deal with their stresses • Nearpod can be accessed in Spanish: Stress- Estres
Special Needs Learners	<ul style="list-style-type: none"> • Review student individual educational plan and/or 504 plans • Allow text to speech or materials to be read orally when reading online articles • Content from online articles can be imported onto Microsoft OneNote, where students can use the Immersive Reader feature • Repeat and rephrase directions, as needed • Give handout of possible scenarios to students and work in small groups when working on their role-playing project • Review list of healthy versus non healthy ways to handle situations in small group
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Health Standards Taught in other Curricula

Indicators:

2.3.5.PS.4 – Develop strategies to safely communicate through digital media with respect

Taught in digital literacy

Interdisciplinary Connections

Indicators:

ASCA (American School Counselor Association) Mindsets and Behaviors

B-LS 1. Demonstrate critical-thinking skills to make informed decisions

B-LS 4. Apply self-motivation and self-direction to learning

B-SS 1. Use effective oral and written communication skills and listening skills

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Students will collaborate and present with their peers on many occasions within this unit, such as: Scenario Role Play Project, Conflict and Responses Project, and Community Issue Project.

Integration of 21st Century Skills

Indicators:

(List standards – NJSLS – write out the full standard – explain how it connects)

CRP12. Work productively in teams while using cultural global competence.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP5. Consider the environmental, social and economic impacts of decisions.

Students will consider community issues and personal character traits that promote wellness and their importance in the local and world community. They will also work in groups to research an issue that our community faces and consider how to solve them.